Kris Heshka

Grade 7 PE – Relationship Unit

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Objectives and Indicators

1. 7.13 A) **Evaluate** own attitudes, values, and behaviours related to interacting with others while participating in, movement activities.
2. 7.14 A) Willingly participate in movement activities originating with Canada’s Northern people, led by others (classmates, teacher, guest presenter).

B) Show respect and a willingness to honour cultural protocol b. when participating in cultural movement activities.

1. 7.13 A- **Evaluate** own attitudes, values, and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities.

7.14 D- **Express** insight into historical factors that influence the development of movement activates created by our northern people and the benefits of these activates related to physical, emotional, mental and spiritual well-being.

1. 7.13 D- **Create** a group plan to support others in movement activities.
2. 7.13 D- **Implement** a group plan to support others in movement activities.

**Grade 7 P.E. – #1 Capture the Teamwork!**

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| TITLES: |  |  | |
| GOAL: Active Living/ **Relationships**   * **Grade:** 7 | OUTCOME: 7.13 Relationship Skills   * **Lesson 1/5** | TIME: 30 min.   * **Instructor:** Mr. K Heshka | |
| LEARNING INDICATORS: | | | |
| **7.13 a)** Evaluate own attitudes, values, and behaviours related to interacting with others while participating in, movement activities. | | | |
| PRE-REQUISITE LEARNING: | | | |
| **Movement Pattern:**  -Locomotion (intermediate):   * **Skill:** Propulsion, Change of Direction. * **Cues:** Getting a low center of gravity when changing directions.   -Evading (Intermediate/ Advanced)   * **Skill**: Change of direction and peripheral vision. * **Cues**: Planting with outside feet and making clean cuts, locating opposition.   -Understanding the rules to Capture the Flag. (see appendix #1)  -Teamwork: working together | | | |
| RESOURCES / EQUIPMENT: | | | |
| RESOURCES:   * Capture the Flag rules hand out modified from (http://www.ehow.com/how\_311\_play-capture-flag.html)   EQUIPMENT:   * Pylons (to define boarders and jail areas) * Flags * Proper outdoor attire required * Bring a water bottle | | | |
| P.E. COMPONENTS: | | | |
| SKILL FOCUS: NA  MOVEMENT PATTERNS: NA  PERFORMANCE CUES: NA  CONCEPT FOCUS: NA | | | |
| OUTCOMES / EVALUATION: | | | |
| **Outcome 7.13 Relationship Skills**  **Today’s Lesson:**  Inquiry observation analysis test  Self Evaluation:  Students will self evaluate themselves on their attitudes and behaviour when working with team mates. This will be filled out on the reflection questionnaire and returned to me next class. The following class we will  discuss your responses and answer and ask new questions in regards to team work. | | | |
| SCOPE / SEQUENCE: | | | NOTES / REMINDERS: ICE |
| **Outcome 7.13: Relationship Skills:**  OPENING: (Indirect, hand out from previous day) **7 Min.**  -Review rules of capture the flag (see attached Appendix 1)   * Ask students if they have any questions.   **-**Warm up (Students discuss possible strategies and roles within their teams, such as if they will have assigned positions or if they will change as the game goes.)   * Students are split into teams. Teams warm-up separate from each other * Random movement/ running within teams, while discussing team strategies. As a start they should be answering if they want to play defence, or offense within the rules. * Review boundaries and possible safety issues, such as gofer holes or tree branches.   BODY: (Indirect, active play) **15 Min.**  **7.13 a)** Evaluate own attitudes, values, and behaviours related to interacting with others.  Learning experience #1  -Tell students that the game will be 15 minutes. I will blow a whistle to begin and again when the time is up.  -Have the students disperse and hide their respective flags.  -Blow whistle to begin.  -My teaching will happen in the reflection process. My goal is to have students work really hard for my allotted 15 min. and while they have the game fresh in their minds have a reflection discussion.  PLAN B: (Weather Variables)  -Kings court inside the gymnasium.   * I will explain rules quickly if I use plan B (see appendix #4)   CLOSURE: **8 Min.**  -While walking back school from the field where we play, I will ask students a few comprehensive questions. They remain silent and think about the questions.  1. Explain the strategy that your team used.  Including:   * Did you have set “positions?” * Were you successful in any parts of the game? * Did the relationships and team moral look positive on your team?   2. Compare/ Contrast your strategy to the opposing team’s strategy?   * Did their structure of game play allow for happier team mates? * Did they have success within the rules of the game?   3. Recommend a new team strategy improving on relationship building and team awareness.   * Justify and explain your answer.   -Hand out reflection questionnaire once back at the school (See appendix #2) | | | -Remind students that they are to keep in mind their relationship interactions.  - I will choose one team that will wear pinnies.  -Students warm up by random running, with small discussions.  -Students can choose the space outside where they strategize.  - Identify the playing boundaries.  -I will ask my students these questions and they will reflect silently to themselves. |

**Grade 7 P.E. – #2 Lacrosse History!**

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| TITLES: |  |  | |
| GOAL: Active Living/ **Relationships**  **Grade:** 7 | OUTCOME: 7.13 Relationship Skills  7.14 History and Culture   * **Lesson 2/5** | TIME: 30 min.   * **Instructor:** Mr. K Heshka | |
| LEARNING INDICATORS: (Blooms Verb; Verb + Action) | | | |
| **7.13 a) Evaluate** own attitudes, values, and behaviours related to interacting with others while participating in, movement activities.  **7.14 d)** **Express** insights into historical factors that influence the development of movement activates created by our northern people and the benefits of these activates related to physical, emotional, mental and spiritual well-being. | | | |
| PRE-REQUISITE LEARNING: (Prior Knowledge) | | | |
| -**General computer skills**   * Browsing * Typing   **- Rules of lacrosse**  **-Aboriginal appreciation** | | | |
| RESOURCES / EQUIPMENT: | | | |
| RESOURCES:   * Internet   EQUIPMENT:   * Computer lab (chairs, computers, etc.) | | | |
| P.E. COMPONENTS: | | | |
| SKILL FOCUS: NA  MOVEMENT PATTERNS: NA  PERFORMANCE CUES: NA  CONCEPT FOCUS: NA | | | |
| OUTCOMES / EVALUATION: | | | |
| **Today’s Lesson:**  Inquiry observation analysis test   * Understand Canada’s and Native America’s role in lacrosse. * Identify major changes from traditional to modern ideas of lacrosse. * Create and assess a game similar to lacrosse, which encompasses the resources of a limited classroom.   **Goal:** Relationships  Personal Health Related Fitness Action Plan: **55 Marks worth 10% of final grade.** | | | |
| SCOPE / SEQUENCE: | | | NOTES / REMINDERS: ICE |
| **Outcome 7.13: Relationship Skills**  **7.14: History and Culture**  OPENING: Direct Teaching (5 Min)  - Review by discussion the proper edict for the computer lab.  - Hand out explain the purpose of the internet assignment and  BODY: Independent Learning (23 Min)  -Students will work through the assignment sheet following the instructions on the assignment sheet.  COOL DOWN: Direct Instruction (2 Min)  -Give Students feedback about their progression.  - Tell students that they will also have next class to work on the assignment. | | | Ie. No Food, Conversation about the assignment is acceptable. Stay off of forbidden sites.  Help students who cannot find the correct sites. Possibly post the sites on a class Wiki. |

**Grade 7 P.E. – #3 Show Me the Pride!**

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| TITLES: |  |  | |
| GOAL: Relationships   * **Grade:** 7 | OUTCOME: 7.14 History & Culture   * **Lesson 3/5** | TIME: 30 min.   * **Instructor:** Mr. K Heshka | |
| LEARNING INDICATORS: | | | |
| **7.14** A) Willingly participate in movement activities originating with Canada’s Northern people, led by teacher.  B) Show respect and a willingness to honour cultural protocol b. when participating in cultural movement activities. | | | |
| PRE-REQUISITE LEARNING: | | | |
| -Locomotion (intermediate):   * **Skill:** Propulsion, Change of Direction. * **Cues:** Getting a low center of gravity when changing directions.   -Evading (Intermediate/ Advanced)   * **Skill**: Change of direction and peripheral vision. * **Cues**: Planting with outside feet and making clean cuts, locating opposition. * **Within the team movement**   -Rules of Lacrosse  -Team Work: Working together | | | |
| RESOURCES / EQUIPMENT: | | | |
| RESOURCES:   * Previously completed Internet assignment   EQUIPMENT:   * Lacrosse sticks * Pylons (for nets) * Proper PE attire | | | |
| P.E. COMPONENTS: | | | |
| SKILL FOCUS: NA  MOVEMENT PATTERNS: NA  PERFORMANCE CUES: NA  CONCEPT FOCUS: NA | | | |
| OUTCOMES / EVALUATION: | | | |
| **Today’s Lesson:**  Inquiry observation analysis test  **Goal:** Relationships  Journal Entry: Pass/ Fail | | | |
| SCOPE / SEQUENCE: | | | NOTES / REMINDERS: ICE |
| **Outcome 7.14**  A) Willingly participate in movement activities originating with Canada’s Northern people, led by teacher.  B) Show respect and a willingness to honour cultural protocol b. when participating in cultural movement activities.  OPENING: (3 Min)  -Take in assignments from last class   * Ask if they had any trouble with the questions.   -Describe to students they will learn the 2 indicators stated above today using a game of lacrosse as a vehicle.   * Students perform active warm-up (Appendix)   BODY: (22 Min)  **Learning Experience #1:**  -**Indirect Instruction:** Referring and Helping with Strategies and cues.   * Have students split into two teams and start playing lacrosse according to the rules provided (Appendix) * Make appropriate substitutions to make the teams fair.   -**Note**: We will be playing with a few modified rules...   * We will use a foam ball which will not hurt to get hit with. * No running with the possession of the ball, passing only to advance the ball.   COOL DOWN: (5 Min)  -As students are doing their static stretches (Appendix) the following is done:   * Review outcomes and draw conclusions through discussion. | | | Make sure students are aware of their sticks and make sure they are cautious with them. |

**Grade 7 P.E. – #4 For Me; For You (Part I)!**

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| TITLES: |  |  | |
| GOAL: Active Living/ **Relationships**   * **Grade:** 7 | OUTCOME: 7.13 Relationship Skills   * **Lesson 4/5** | TIME: 30 min.   * **Instructor:** Mr. K Heshka | |
| LEARNING INDICATORS: | | | |
| **7.13 a) Create** a group plan to support others in movement activities. | | | |
| PRE-REQUISITE LEARNING: | | | |
| **-Team Work:** Working together  -Understanding how to adapt and changing of rules  -Expectations of presentation assignments. (Appendix) | | | |
| RESOURCES / EQUIPMENT: | | | |
| RESOURCES:   * Gym Space   EQUIPMENT:   * Various depending on the students requirements. | | | |
| P.E. COMPONENTS: | | | |
| SKILL FOCUS: NA  MOVEMENT PATTERNS: NA  PERFORMANCE CUES: NA  CONCEPT FOCUS: NA | | | |
| OUTCOMES / EVALUATION: | | | |
| **Today’s Lesson:**  Inquiry observation analysis test  **Goal:** Relationships  **Personal Health Related Fitness Action Plan 10 %**  -Description of assignment to be handed out (Appendix) | | | |
| SCOPE / SEQUENCE: Instructional Approaches, Methods | | | NOTES / REMINDERS: |
| **Outcome 7.13: Relationships:** Creating a plan  OPENING: (10 Min)  -Explain to student the criteria of the plan to support others.  - In groups of 3 design a Game using the Lacrosse implements that deviates from the original rules.  - The newly designed game must be interactive and must be developed so that everyone in the class can be successful at it. ie. some things you may want to adapt are set positions, mobility of players/ positions.  - Once students design their game, they can sign up for a day in which they will present their game, and the class will play it.  BODY:  **Learning Experience #1**  **Create** a group plan to support others in movement activities.  -Assign the groups of 3. (previously made)   * Students will have one class to design the game. If they are not finished they must do it for home work. * According to   COOL DOWN:  -Student will put away any equipment that they will use for their designed games. | | |  |

**Grade 7 P.E. – #5 For Me; For You (Part II)!**

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| TITLES: |  |  | |
| GOAL: Active Living/ **Relationships**   * **Grade:** 7 | OUTCOME: 7.13 Relationship Skills   * **Lesson 5/5** | TIME: 30 min.   * **Instructor:** Mr. K Heshka | |
| LEARNING INDICATORS: | | | |
| **7.13 d) Implement** a group plan to support others in movement activities. | | | |
| PRE-REQUISITE LEARNING: | | | |
| **-Team Work:** Working together  -Understanding how to adapt and changing of rules  -Expectations of presentation assignments. (Appendix) | | | |
| RESOURCES / EQUIPMENT: | | | |
| RESOURCES:   * Gym Space   EQUIPMENT:   * Various depending on the students requirements. | | | |
| P.E. COMPONENTS: | | | |
| SKILL FOCUS: NA  MOVEMENT PATTERNS: NA  PERFORMANCE CUES: NA  CONCEPT FOCUS: NA | | | |
| OUTCOMES / EVALUATION: | | | |
| **Today’s Lesson:**  Inquiry observation analysis test  **Goal:** Relationships  Personal Health Related Fitness **Action Plan 10 %** | | | |
| SCOPE / SEQUENCE: | | | NOTES / REMINDERS: |
| **Outcome 7.13: Relationships**  OPENING: (5 Min)  -Talk about the expectations for the presentations once again.  -Explain how they will take about 5 classes.  BODY:  **Learning Experience #1:** (20 Min)  **d) Implement** a group plan to support others in movement activities.  - Group presentations according to schedule  -Each groups game/ presentation will be played for 10 Min. Thus two groups per day.  -Water break in between groups  COOL DOWN:  -As students are doing their static stretches (Appendix) the following is done:   * Review outcomes and draw conclusions through discussion.   -Remind groups that are presenting the next day. | | |  |

Appendices

Grade 7 P.E. –Rules for Capture the Flag Appendix #1

**Set Up**

1. Divide into two even as possible teams.
2. Divide territories for the teams. According to school boundaries.
3. Agree on two items to serve as "flags." They should be brightly coloured and a foot or two across.
4. If you get captured you must go to your jail, and do fifteen jumping jacks.

**The Game**

1. Retreat by team into your territory to hide the flag. The flag must be hung at head height and be visible from 20 yards away on at least one side.
2. You have to decide a quick strategy within you team such as splitting into attacker and defender groups within your team. Attackers and defenders can switch jobs as needed.
3. Attackers- Attempt to sneak across the border, find and capture the enemy flag and then race back without being caught if you are an attacker.
4. Defenders- Hide around your flag or along the border and try to intercept and catch any opposing players who sneak across if you are a defender.
5. Capture enemy players by tagging them while they are on your side of the border.
6. Win by capturing the enemy flag and carrying it back to your side of the border.

**Jail**

1. Must be located at the furthest possible point from the boarder of the two teams.

Grade 7 P.E. –Personal Reflection Appendix #2

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Explain the strategy that your team used.

Including:

* Did you have set “positions?”
* Were you successful in any parts of the game?
* Did the relationships and team moral look positive on your team?
* Do you feel your personal **attitude** was appropriate for success? Why/ Why not?

1. Compare/ Contrast your strategy to the opposing team’s strategy?

|  |  |
| --- | --- |
| Your Strategy | Opposition’s Strategy |
|  |  |

* What **values** did your team have that allowed you to be successful? How do you **value** your personal interaction with your team mates?
* Did they have success within the rules of the game?

3. Based on your attitude and values of your team work with others, articulate how you can use these strategies to other parts of your life such as another class (ie. Math), or problems solving in your house hold (ie. Doing the dishes).

**Self Evaluation:** Grade yourself on how you think you did, 1 is the lowest 5 is the highest.

Overall attitude in games

1 2 3 4 5

Overall behaviour when working with team mates

1 2 3 4 5

Grade 7 P.E. –Personal Reflection (Answer Key) Appendix #3

(Answers in **bold**)

1. Explain the strategy that your team used.

Including:

* Did you have set “positions?”

**-Offense/ Defence**

**-No real positions**

* Were you successful in any parts of the game?

**-yes, we captured the flag once, lost it but had fun!**

**-no, our strategies did not work at all and it was not fun.**

* Did the relationships and team moral look positive on your team?

**-yes, we were all co-operative and worked together.**

**-no, some people did not follow the plan, this made me mad.**

* Do you feel your personal **attitude** was appropriate for success? Why/ Why not?

**-Answers will vary, look for reasoning behind answers.**

1. Compare/ Contrast your strategy to the opposing team’s strategy?

|  |  |
| --- | --- |
| Your Strategy | Opposition’s Strategy |
| * we had positions * we won * we changed roles frequently when people got tired. | * they did not have set positions * they lost * they stayed in the same positions the whole time. |

* What **values** did your team have that allowed you to be successful? How do you **value** your personal interaction with your team mates?

**-We stuck to our positions even though they didn’t work right from the start. I think I personally was a leader and motivated people.**

* Did they have success within the rules of the game?

**-No, we won and they did not get the flag once.**

**-yes, we won and we were having so much fun!**

3. Based on your attitude and values of your team work with others, articulate how you can use these strategies to other parts of your life such as another class (ie. Math), or problems solving in your house hold (ie. Doing the dishes).

**-I understand that asking others for help is acceptable. I understand the “team in my house” and that we all have to contribute, this may mean doing the dishes.**

**Self Evaluation:** Grade yourself on how you think you did, 1 is the lowest 5 is the highest.

Overall attitude in games

1 2 3 4 5

Overall behaviour when working with team mates

1 2 3 4 5

Grade 7 P.E. –Kings Court Rules Appendix #4

1. Teams split evenly into two team separated by a centre line.
2. They can be tagged if they venture into the opposing team’s side.
3. If a person is caught they must jog 2 laps around the gym starting from their side.
4. In the back centre of each side of the gym is a safe zone where 5 bean bags are held.
5. The goal is to run without getting caught to the other side and retrieve a bean bag and bring it back to your side without getting caught.
6. The winner is the team to get all the bean bags or the team with the most when time runs out.

Lacrosse History Assignment Sheet Appendix #5

1. The following questions are to be completed from: (<http://www.lacrosse.ca/default.aspx?cid=83&lang=1>)
2. Identify the two traditional names that the native people called lacrosse? (2 Marks- Knowledge)
3. Express the aspect of our pillars of health which was the most important part for the native people, and explain a possible reason for this occurrence. (3 Marks- Comprehension)
4. Physical
5. Emotional
6. Spiritual
7. Mental
8. Identify the first documented game between native people and immigrants? Identify year did lacrosse become the national sport of Canada? (4 Marks- Knowledge & Comprehension)
9. Interpret the rules and tell why would it be a critical component in the development of lacrosse nationally. (3 Marks- Application)
10. The following questions are to be completed from: (<http://www.youtube.com/watch?v=YXO1lPc3p38>)
11. Explain the techniques used in this video that caught your attention about lacrosse. (2 Marks- Comprehension)
12. If you were to give a speech to your peers hoping to promote lacrosse, compare and contrast ideas that the video used. (4 Marks- Analysis)

|  |  |
| --- | --- |
| The Video | Your Approach |
|  |  |

1. The following questions are to be completed from:

(<http://www.virtualmuseum.ca/Exhibitions/Traditions/English/lacrosse.html>)

1. Illustrate the differences between traditional sticks and modern sticks. (4 Marks- Application)

|  |  |
| --- | --- |
|  |  |

1. Differentiate the reasons that Native Americans may have developed a game with the guide lines that they did. Include; equipment, importance, gender and roles in community. (5 Marks- Analysis)
2. Debate by identifying pros and cons of settlers bringing new equipment such as a standardized playing ball. (4 Marks- Analysis)
3. Collect ideas and information that support that lacrosse is a whole community event. (5 Marks- Synthesis)
4. The following questions are to be completed from:

(<http://www.youtube.com/watch?v=sc_SerIu4SE>)

1. List the similarities from attitudes in traditional stories compared and contrasted to the experiences that the three modern children are having. (2 Marks- Knowledge)
2. Analyze how the three students showed signs of a higher level of involvement in lacrosse? Compare yourself to these students in the extracurricular activities you are present in. (6 Marks- Analysis)
3. Create a scenario in a lacrosse game that could signify something in your life. (5 Marks- Synthesis)
4. Design a decision making process that would be identified from the lacrosse model. (5 Marks- Synthesis)
5. Assess and revise your plan, according to possible adaptations to your situations. (6 Marks- Evaluate)

Lacrosse History Answer Key Appendix #6

**Note: Opinion questions will vary students answers!**

A. The following questions are to be completed from: (<http://www.lacrosse.ca/default.aspx?cid=83&lang=1>)

1. Identify the two traditional names that the native people called lacrosse? (2 Marks- Knowledge)

Baggataway or Tewaarathon

1. Express the aspect of our pillars of health which was the most important part for the native people, and explain a possible reason for this occurrence. (3 Marks- Comprehension)
2. Physical
3. Emotional
4. **Spiritual – This was a recreational part of community, where the other pillars were met in different ways.**
5. Mental
6. Locate when was the first documented game between native people and immigrants? Identify year did lacrosse become the national sport of Canada? (4 Marks- Knowledge & Comprehension)

In the 1840s the first games of Lacrosse were played between the townsfolk and the Native People. Lacrosse was named Canada's National Game by Parliament in 1859.

1. Interpret why rules would be a critical component in the development of lacrosse nationally. (3 Marks- Application)

It could make a standard for competition and make the game more understood.

B. The following questions are to be completed from: (<http://www.youtube.com/watch?v=YXO1lPc3p38>)

1. Explain how this video caught your attention and bring excitement to the game of lacrosse for you? (2 Marks- Comprehension)

It was fast moving, inspirational, challenging, and also had a knowledge base for instruction and planning.

1. If you were to give a speech to your peers hoping to promote lacrosse, compare and contrast ideas that the video used. (4 Marks- Analysis)

|  |  |
| --- | --- |
| The Video | Your Approach |
| Direct approach, dialog, Etc. | I would give more of the history and obliviously the appreciation that Canada and the Native American communities have. |

C. The following questions are to be completed from: (<http://www.virtualmuseum.ca/Exhibitions/Traditions/English/lacrosse.html>)

1. Illustrate the differences between traditional sticks and modern sticks. (4 Marks- Application)

|  |  |
| --- | --- |
|  |  |

1. Differentiate the reasons that Native Americans may have developed a game with the guide lines that they did. Include; equipment, importance, gender and roles in community. (5 Marks- Analysis)

Depending on the area they are from, some tribes may have nets or different goals. Some tribes will have greater relevance to social events and celebrations, such as births or wedding celebrations.

1. Debate by identifying pros and cons of settlers bringing new equipment such as a standardized playing ball. (4 Marks- Analysis)

**Pros- Makes for fair play, easier and more reliable equipment**

**Cons- Lose a bit of tradition, where do you stop with changing parts of the game.**

1. Collect ideas and information that support that lacrosse is a whole community event. (5 Marks- Synthesis)

**Traditionally this game was played on days of great importance, also all members from everyday people to elders and chiefs had roles in the competition. In modern days, sports become a community event when families participate, in structured activities.**

1. The following questions are to be completed from: (<http://www.youtube.com/watch?v=sc_SerIu4SE>)
2. List the similarities from attitudes in traditional stories compared and contrasted to the experiences that the three modern children are having. (2 Marks- Knowledge)

**A social event, not required, part of a complete health approach.**

1. Analyze how the three students showed signs of a higher level of involvement in lacrosse? Compare yourself to these students in the extracurricular activities you are present in. (6 Marks- Analysis)

**It said they recruited others to the lacrosse team, so they are obviously interactive with other peers. Answers will vary from student to student.**

1. Create a scenario in a lacrosse game that could signify something in your life. (5 Marks- Synthesis)

**Passing a test is like scoring a goal, I have a goal set to pass my test to do this I have to study and know the knowledge. In lacrosse I must get past the defender and shoot the ball on net, with the knowledge that the goalie is showing me.**

1. Design a decision making process that would be identified from the lacrosse model. (5 Marks- Synthesis)

**Alternative 1- I can study and put in the necessary effort required, I could do this with friends and create a study group. I could train and practice with my team to achieve our goal of winning overall.**

1. Assess and revise your plan, according to possible adaptations to your situations. (6 Marks- Evaluate)

**I think my plan is acceptable for attaining my goal of passing my test, it is helpful to have my team mates or peers help me. It is however to keep in mind that this test is a small part of the whole class**

Class Safety Considerations

**Safety questions I should ask myself when participating in**

**Mr. Heshka’s PE class... (Fill in as we go along!)**

* What are the boundaries and situation of the learning environment?
* Am I properly dress for the activity? NO Jewellery, Running shoes!
* Be aware of your space and body.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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